

McBee Elementary

284 E. Maple Ave.

McBee, South Carolina

Grades	PK-6 Elementary School	
Enrollment	400 Students	
Principal	David Nutt	843-335-8347
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	843-623-6768

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Average	Good
2006	Average	Below Average
2005	Average	Below Average
2004	Good	Below Average

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

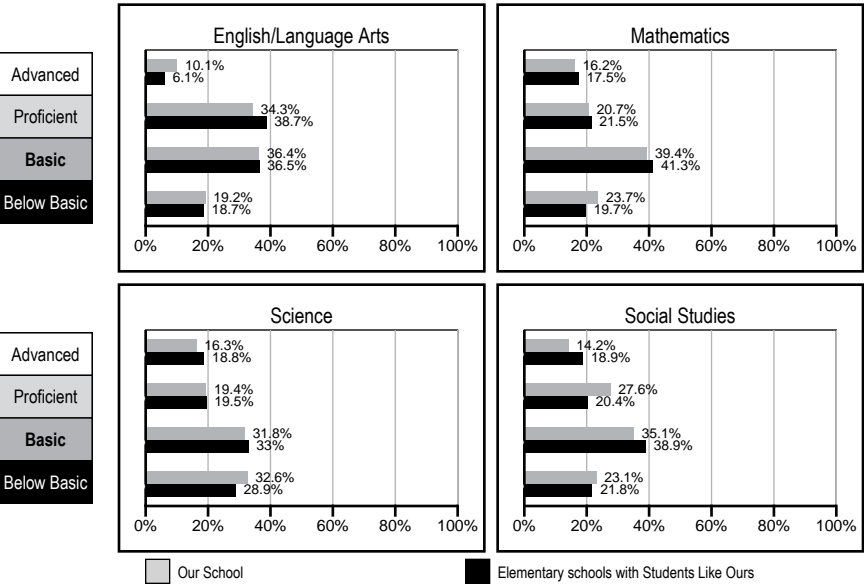
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	13	63	11	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=400)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 5.1%	2.3%	2.3%
Attendance rate	96.6%	Up from 96.2%	96.3%	96.3%
Eligible for gifted and talented	11.2%	Down from 15.2%	10.6%	10.4%
With disabilities other than speech	4.3%	Down from 5.2%	8.5%	7.5%
Older than usual for grade	0.0%	Down from 2.2%	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	57.7%	Down from 64.0%	57.7%	56.7%
Continuing contract teachers	80.8%	Down from 92.0%	80.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.2%	Down from 92.9%	87.8%	86.4%
Teacher attendance rate	94.6%	Down from 94.9%	95.0%	94.9%
Average teacher salary	\$44,864	Up 4.5%	\$45,384	\$45,345
Professional development days/teacher	18.3 days	Down from 20.7 days	12.5 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 20.9 to 1	18.5 to 1	18.5 to 1
Prime instructional time	86.0%	Down from 87.4%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,877	Up 5.1%	\$6,869	\$7,052
Percent of expenditures for instruction*	68.6%	Down from 70.9%	68.9%	69.1%
Percent of expenditures for teacher salaries*	64.7%	Down from 66.7%	64.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

This year was one we will not soon forget at McBee Elementary School. Samples of our accomplishments are listed below.

Our school continues to be one of the most technologically advanced elementary schools in South Carolina. Through the use of Title I, lottery, grant, and other funds, we purchased additional Promethean boards, LCD projectors, and document cameras for our classrooms. We also bought ACTIV Votes for all third through sixth grade classrooms and ACTIV Slates for all classrooms.

In addition to purchasing technology, Title I funds helped our school in many ways. Through the funds, a teacher was added to reduce class size. A literacy coach was added to assist teachers in improving literacy instruction. In addition, the funds were used to purchase instructional materials for students.

McBee Elementary won the Palmetto Silver Award for showing significant improvement on PACT. We attribute that improvement to an excellent staff, community & parental support, wonderful children, use of technology by teachers, and intensive staff development.

One team of sixth grade students placed second and the other placed third in the statewide Stock Market Game competition.

All classroom teachers participated in South Carolina Reading Initiative (SCRI) study groups. The study groups focused on improving literacy instruction and building community.

Computerized benchmark tests (MAP) were given to help improve PACT scores. MAP results, which were available within 48 hours of students taking the test, helped teachers individualize instruction for their students. MAP data was used to form Math focus groups. From fall to spring, significant growth was shown in all areas tested (Math & ELA).

Our school worked closely with the Hartsville YMCA and Hopewell Community Center. Both provided after-school programs to enrich students' academic, social, artistic, and communication skills.

In reflecting on the 2007-2008 school year, we are extremely pleased with the academic and social progress made by our students. Such progress makes us very optimistic about the future successes that our students will achieve.

David Nutt, Principal
Felicia Evans, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	46	39
Percent satisfied with learning environment	100.0%	93.5%	88.9%
Percent satisfied with social and physical environment	100.0%	89.1%	86.8%
Percent satisfied with school-home relations	100.0%	89.1%	79.5%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 14 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Newly Identified
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	213	100	19.2	36.4	34.3	10.1	59.1	42.6	48.2	Yes	Yes
Gender											
Male	117	100	23.6	37.3	31.8	7.3	53.6	35.9	41.7	N/A	N/A
Female	96	100	13.6	35.2	37.5	13.6	65.9	49.6	55	N/A	N/A
Racial/Ethnic Group											
White	151	100	14.9	33.3	39	12.8	66	53.3	60	Yes	Yes
African American	53	100	26.5	44.9	24.5	4.1	42.9	28.2	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.7	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	27.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	27	100	50	34.6	15.4	0	19.2	12.8	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	30.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	112	100	28.7	39.6	24.8	6.9	48.5	31.9	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	213	100	23.7	39.4	20.7	16.2	51.5	41.8	45.8	Yes	Yes
Gender											
Male	117	100	25.5	43.6	16.4	14.5	51.8	39.9	45.6	N/A	N/A
Female	96	100	21.6	34.1	26.1	18.2	51.1	43.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	151	100	19.1	37.6	23.4	19.9	58.9	54	59	Yes	Yes
African American	53	100	36.7	42.9	14.3	6.1	30.6	25.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.7	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	23.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	27	100	53.8	38.5	3.8	3.8	26.9	15.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	30.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	112	100	36.6	39.6	12.9	10.9	33.7	31.4	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	141	100	32.6	31.8	19.4	16.3	35.7	31.1	35.7	96.6	95.7
Gender											
Male	82	100	34.2	27.6	15.8	22.4	38.2	31.7	37.4	96.5	95.5
Female	59	100	30.2	37.7	24.5	7.5	32.1	30.6	33.8	96.6	95.9
Racial/Ethnic Group											
White	102	100	22.3	33	23.4	21.3	44.7	42	49.2	96.4	95.4
African American	36	100	57.6	30.3	9.1	3	12.1	16.7	17	97.2	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	90.9	58	N/A	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	11.1	24.9	95.8	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.4
Disability Status											
Disabled	20	100	63.2	31.6	0	5.3	5.3	11.3	14	95.9	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	18.2	24.4	96.7	96.7
Socio-Economic Status											
Subsided meals	73	100	47.7	29.2	15.4	7.7	23.1	22.3	21.1	96.2	95.3

Social Studies

All Students	141	100	23.1	35.1	27.6	14.2	41.8	30.3	34	96.6	95.7
Gender											
Male	76	100	23.3	35.6	26	15.1	41.1	31.7	36.6	96.5	95.5
Female	65	100	23	34.4	29.5	13.1	42.6	28.8	31.3	96.6	95.9
Racial/Ethnic Group											
White	98	100	15.1	33.3	33.3	18.3	51.6	39.9	44.5	96.4	95.4
African American	36	100	38.2	44.1	14.7	2.9	17.6	17.5	19.1	97.2	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	17.1	27.5	95.8	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.4
Disability Status											
Disabled	16	100	43.8	31.3	25	0	25	13.8	14.4	95.9	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	96.7	96.7
Socio-Economic Status											
Subsided meals	78	100	35.6	34.2	19.2	11	30.1	21.3	21	96.2	95.3

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	68	100	26.2	29.2	36.9	7.7	44.6
	4	45	100	17.8	44.4	35.6	2.2	37.8
	5	42	100	15	40	40	5	45
	6	47	100	23.8	38.1	21.4	16.7	38.1
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	50	100	8.7	34.8	41.3	15.2	56.5
	4	69	100	21.5	41.5	29.2	7.7	36.9
	5	46	100	41.5	31.7	24.4	2.4	26.8
	6	48	100	6.5	34.8	43.5	15.2	58.7
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	68	100	30.8	52.3	10.8	6.2	16.9
	4	45	100	28.9	42.2	13.3	15.6	28.9
	5	42	100	20	47.5	15	17.5	32.5
	6	47	100	23.8	21.4	38.1	16.7	54.8
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	50	100	10.9	56.5	21.7	10.9	32.6
	4	69	100	33.8	41.5	12.3	12.3	24.6
	5	46	100	41.5	26.8	24.4	7.3	31.7
	6	48	100	6.5	30.4	28.3	34.8	63
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	35	100	51.5	33.3	12.1	3	15.2
	4	45	100	28.9	37.8	17.8	15.6	33.3
	5	22	100	23.8	47.6	19	9.5	28.6
	6	23	100	23.8	23.8	14.3	38.1	52.4
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	25	100	31.8	40.9	22.7	4.5	27.3
	4	69	100	32.3	30.8	20	16.9	36.9
	5	23	100	50	20	20	10	30
	6	24	100	18.2	36.4	13.6	31.8	45.5
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	33	100	21.9	46.9	25	6.3	31.3
	4	45	100	26.7	44.4	15.6	13.3	28.9
	5	19	100	33.3	33.3	5.6	27.8	33.3
	6	23	100	23.8	52.4	14.3	9.5	23.8
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	25	100	8.3	41.7	41.7	8.3	50
	4	69	100	26.2	35.4	26.2	12.3	38.5
	5	23	100	42.9	28.6	14.3	14.3	28.6
	6	24	100	12.5	33.3	29.2	25	54.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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